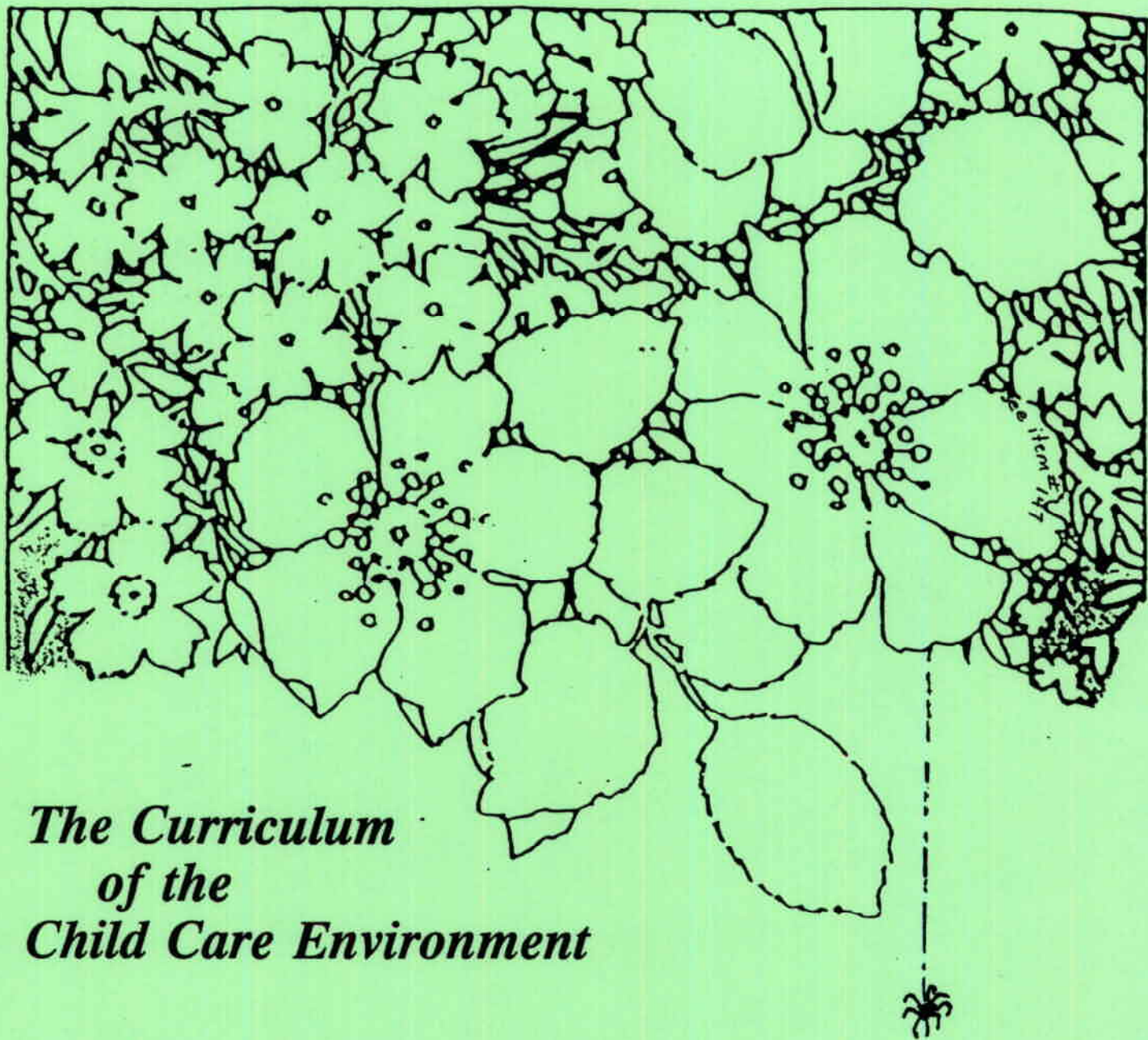


Wisconsin Child Care Information Center Newsletter



*The Curriculum
of the
Child Care Environment*

*Summer 1996
Issue 31*

Environmental Curriculum for Kids & Staff

When considering your curriculum and child care environment, have you remembered the most important curriculum element you can plan for? Consider yourself an audio- and visual aid as you plant seeds of discovery around you. It was while working as lead teacher for a group of twenty five-year-olds (two with serious behavior problems, one with speech impairment, three developmentally delayed, two non-native speakers, one child with a hearing device, one very young unmotivated aide, and one very chatty assistant prone to interrupting and carrying on conversations above the heads of the children...Whew! Gasp! Draw a breath!) that I developed my "wearable curriculum" to maintain classroom control during transition times. It was a large group with many needs, but the most urgent one was everyone's need for attention, from the adults and from the group. Show-and-Tell wasn't enough. Circle time wasn't enough. Outdoor playtime when we adults became lap islands of one-on-one attention-giving, seemed too long to wait for. Also, we had a definite bottleneck problem when moving children through to the bathroom for after-lunch cleanup and bathrooming, and then back into the room for resting. The noise level rose and the adults did their share toward causing it.

So tante Lita started wearing BIG pockets. Smocks with huge pockets in them to harbor surprises; animal figures, pictures, or just a neat rock or root found outside. These magic pockets held a number of great conversation starters (or stoppers) for lunchtime, when I virtually patrolled the group in order to stay on top of things. Sometimes the "pocket curriculum" was something that would change my appearance, like a pair of big flowered earrings. The first child to notice the change would gleefully call out, "Look at tanté Litá!". The direction of the conversation was diverted and the group was captivated for another storymaking that they were active participants in. When lunch was over, a few of the group were dismissed to spend the time they needed in the bathroom. Those remaining got an extra caring-and-sharing time, delivering their offerings while sitting on my lap. If they had nothing to say, they could always fetch something out of the pockets and freely associate. Then they would leave for the bathroom. There was no longer a problem of dawdling over the bathroom time; the children didn't like to miss the sharing by their peers. So they hurried back to quietly find a rest mat and nook to rest in and listen.

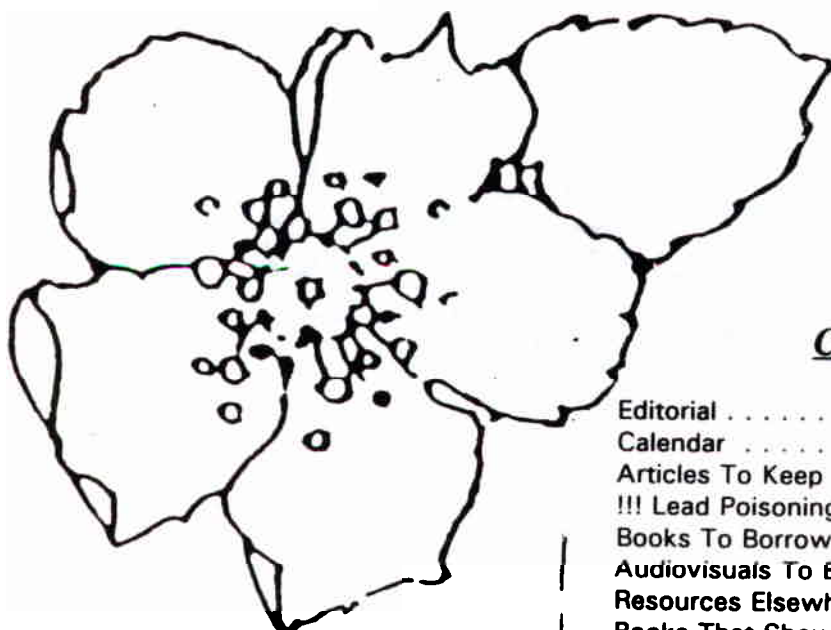


The Wisconsin Child Care Information Center
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The Office of Child Care
The Bureau for Children, Youth and Families
Division of Community Services
Wisconsin Department of Health and Social Services.

At the end of the transition period, when most had found their way into the room again to rest, we dimmed the lights to signal silence. Sometimes we played classical music on a tape recorder. Sometimes I sat and rocked. The rhythm of my rocking dictated the rhythm of their breathing. Any instructions were uttered in a low soothing voice, slowly and in rhythm to the rocker. Eventually the music ended, the rocker stopped, we were quiet. After a time, I opened our poetry album and read from our collection, including some homemade ones, so familiar the children knew them by heart and anticipated their favorites. I would start with the more restful, slower, evocative ones and gradually move to the more nonsensical ones, voices joining in. Finally, the curtains were opened, mats went into the closet, and all headed for the coatroom. By then we were all ready to race for the daylight, wet or dry, and several hours of boisterous outdoor play. The best results from this hidden curriculum element came when I "caught my helpers being good"; my uninspired aide reading poetry to the children in the bushes outside and my noisy assistant lowering her voice and, strangely enough, bending her knees, to visit with the children.

Looking for ways to turn caregiving routines and trouble spots in the day into positive experiences for both adult and child is part of the genius of our profession and as satisfying as sunshine in late winter. Learning to listen to each other, learning that having your turn means letting others have their turn, respecting the thoughts expressed by others, thinking about those thoughts and commenting afterwards, are truly important lessons for youngsters to take with them into adulthood. Transition time with its in-between curriculum, is not just a time for maintaining order; it's not two valid activities connected by a lack of control. The curriculum of the playground, the coatroom, the bathroom, and busride, or a multitude of other times when a child is stimulated without a directed activity, may be the high (or low) points of their day. It can be transition time in that these unstructured time pockets allow access to insights and interactions in the group that are not otherwise evident; the transition taking place can be in ourselves as we learn to teach by modeling and reflecting those surfaces of knowledge and behavior that we know to be relevant, if not essential, to our children.

- Lita Kate Haddal, editor



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Articles To Keep

1. **Calendar.** Updated list of workshops, trainings, courses & conferences pertaining to the field of child care and early education.



Playgrounds

2. **Kids Don't Need Equipment, They Need Opportunity.** E. R. Shell. *Smithsonian*, 7/94. "Forget about swings and teeter-totters and concrete turtles - to be a real success, a playground needs a few good mudholes." No piece of play equipment designed by an adult can substitute for a child's creation. Many learning disabilities may have their roots in play deprivation.
3. **Beginning Workshop: Building In Opportunities for Gross Motor Development.** *Child Care Information Exchange*, 5/94.
 - ◀From Cartwheels to Caterpillars: Children's Need to Move Indoors and Out. Anita Rui Olds.
 - ◀Kids Gotta Move: Adapting Movement Experiences for Children With Differing Abilities. Carol S. Kranowitz.
 - ◀Roughhousing As A Style of Play. Rick Porter.
 - ◀Moving Teachers to Move Children. Margie Carter.
4. **Schoolgrounds: Have You Looked at Them Lately?** Richard Kent. *Day Care and Early Education*, Spring/84. What a playground site analysis and design concept look like.
5. **A Playground - Why Not Let the Children Create It?** Antoinette B. Suter. IDEAS THAT WORK WITH YOUNG CHILDREN, VOLUME 2. NAEYC. "An interesting playground for three- and four-year-olds requires children, imagination, and a variety of simple, strong, movable pieces of equipment." The look of this mobile playground changes daily. Includes list of equipment.
6. **Joe Frost On Playing Outdoors.** *Scholastic Early Childhood Today*, 4/96. An interview with a playground expert. What a good playground should do for children.
7. **Magical Playscapes.** James Talbot/Joe L. Frost. *Childhood Education*, Fall/89. A widespread misunderstanding of children's play has resulted in a growing tendency to replace natural landscapes with manufactured structures for play purposes.
8. **Making the Most of Outdoor Play.** Joe L. Frost. *Scholastic Early Childhood*, 5-6/94. Addresses the role of the adult supervisor outdoors, how to enhance child development outside, attending children with special needs, and safety management.
9. **Outdoor Play: Observing Children's Learning.** Sara Wilford. *Scholastic Early Childhood Today*, 4/96. What does outdoor play tell us about each individual? A pictorial guide and a simple form to aid the observer in recording and categorizing children's outdoor play activities.
10. **Why Kids Need Playgrounds.** Phyllis La Farge. *Parents*, 10/88. Neighborhoods are often adult environments now. Playground designers are using research to help them plan for children's social needs while making a safely challenging environment.
11. **Making Backyard Play an Adventure.** -*Texas Parenting News*. *Texas Child Care*, Summer/93. Necessary adventure play is not always achieved with expensive outdoor equipment.
12. **Outdoor Play for Children With Special Needs.** M.Karnes. *Scholastic Early Childhood Today*, 5-6/96. Some dos and don'ts for outside group play for children with special needs.



Facility Design and Classroom Environments

13. **Some Guidelines for Preschool Design.** S.E. Caples. *Young Children*, 5/96. An architect/parent has incorporated her observations of children's learning and behavior into her work as a designer of preschools.
14. **Lighting Alternatives: Consideration for Child Care Centers.** Mary Ellis Schreiber. *Young Children*, 5/96. Lighting in your center can have adverse or positive effects on behavior, mood, and health for children, staff, and parents. Lighting areas of focus can be a teaching strategy.
15. **Turning on the Light: Thinking About Lighting Issues in Child Care.** Nancy P. Alexander. *Child Care Information Exchange*, 9/95. Adequate lighting is not a matter of brightness alone: glare, reflections, contrast, shadows affect the quality of light. Strategies for altering lighting.
16. **Designing Classroom Spaces: Making the Most of Time.** D.W. Tegano/ J.D. Moran, III/ A.J. DeLong/ J.Brickey/ K.K. Ramassini. *Early Childhood Education Journal*, Vol.23, No.3, 1996. The way you arrange your room can add minutes to playtime each day. The length and quality of play is greater in smaller, more focused settings; children feel emotionally larger in small spaces. You can create reduced scale spaces in existing spaces.
17. **Getting Ready for Children and Your Learning Environment: A Look Back at Your Year.** Ellen Booth Church. *Scholastic Early Childhood Today*, 8-9/93, 5-6/96. The coming and going of the classroom environment; planning beforehand and assessing afterward.
18. **Child-Initiated Activity: Its Importance in Early Childhood Education.** Janis R. Bullock. *Day Care and Early Education*, Winter/90. What are child-initiated activities and what are teacher-directed activities; when is each method advisable?
19. **Child Choice - Another Way to Individualize - Another Form of Preventive Discipline.** *Young Children*, 11/87. Although called "free-play", the time for a child to choose self-directed activities in the classroom should have structure and ground rules.
20. **Creative, Constructive, and Concept Art.** J.S. Wyde. *Texas Child Care*, Fall/92. Three basic art categories are explained here, along with the goals and drawbacks of each type.
21. **Creative Expressions Through Art: It's The Process That Counts.** James A. Scott, Jr./Barbara C. Woodard. *National HeadStart Bulletin*, Issue #53, 9/94-4/95. A concise definition of the stages of children's art and why adults should not plan for children to make art alike any more than they expect them to play and learn alike.
22. **Is Your Classroom Child-Centered?** Mary Beth Spann. *Instructor*, 7-8/93. How to enlist children's help in making the classroom inviting.
23. **Twenty Tips for Preventing Behavior Problems.** Stacey York. *Scholastic Early Childhood Today*, 8-9/94. Scheduling, planning, supervising and room arranging can actually prevent behavior problems from developing.
24. **Can't Find It, Can't Get to It, Can't Use It.** Jim Greenman. *Child Care Information Exchange*, 1/87. Effective storage is necessary to achieve maximum use of program resources and staff time. Good ideas for planning storage include locating it close to the point of use.
25. **Let's Learn: Educational Environments for Toddlers.** *Texas Child Care*, Spring/96. List of strategies for dealing successfully with routines and transitions with toddlers. Recognize first toddlers' characteristics and then plan the environment to meet their developmental stages.

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26. **Making Classrooms Work for Children and Adults: What Role Does Room Arrangement Play in Curriculum Design?** D. Trister Dodge. *Child Care Information Exchange*, 1/92. Curriculum is neither a sequence of skills for children to master nor a totally open approach to whatever happens happening. Your room environment gives your philosophical message to children.
27. **Promoting Development Through Constructing Appropriate Environments: Preschools in Reggio Emilia, Italy.** Russ Firluk. *Day Care and Early Education*, Fall/94. A brief history of the environmental style capsulized in the Reggio Emilia approach and how it rates when measured by the Thelma Harms environmental assessment checklist.
28. **Welcoming Environments: Promoting Attachments.** Christine Anderson Readdick/Connor Walters-Chapman. *Texas Child Care*, Fall/94. Five family needs must be met when designing a child care environment that will successfully assist bonding between parents and children: movement, comfort, competence, control and beauty.
29. **A Child Care Information Exchange Classic: The Physical Environment - A Powerful Regulator of Experience.** E. Prescott. *Child Care Information Exchange*, 11/94. Identifies the contrasting characteristics of the environment and how to deal with behavior problems environmentally.
30. **What Children Need.** *Scholastic Early Childhood Today*, 8-9/94. A chart of what four ages (infants, toddlers, 3/4 year-olds, and 5/6 year-olds) need from the child care provider and the environment.
31. **Room Assessment Questionnaire.** *Scholastic Pre-K Today*, 8-9/92. Fill in the specific equipment and/or materials in your room that invite children to practice each skill.

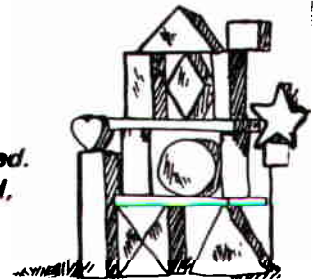
Bulletin Boards



32. **Vertical Learning Environments.** C.A. Readdick/ P.M. Bartlett. *Childhood Education*, Winter 94/95. More than a decoration, bulletin boards surround the group with stimulation.
33. **Young Children Creating Bulletin Boards? Yes!** J. Welch/ K.P. Modrzejewski. *Day Care and Early Childhood Education*, Winter/94. Children's creativity should be proudly displayed rather than ready-made purchased "art".
34. **Interactive Bulletin Boards: A Creative Partnership.** Jeannine Perez. *First Teacher*, 5-6/96. Make bulletin boards that invite children's input and daily perusal for changes of interest.
35. **A Hands-On Bulletin Board: Community Helpers From A-Z.** *First Teacher*, 3-4/96. Each letter of the alphabet has a box of its own containing props for roleplaying.
36. **Displaying Children's Work.** Baji Rankin. *Scholastic Early Childhood Today*, 2/95. Use your wall space, shelf tops, even ceilings to show the processes and products of learning.

The children's enthusiasm for order and cleanliness motivates me to look at the room with more observant eyes, and I take down pictures that have been up so long we do not really see them anymore, clear the teachers' shelves and put away books and projects I have used. Sometimes, I lie on the floor with the children, and as they look around, I check out the room from their viewpoint.

- Jeannine Perez





**Take care of the sense
and the sounds will take care of themselves.**
- Lewis Carroll



Learning Centers

37. **Setting Up Learning Centers.** Julie Kristeller. *Scholastic Early Childhood Today*, 8-9/93. The why and how of learning centers.
38. **What Makes a Good Learning Center?...to a Child?...to a Teacher?** Kenneth E. Smith/Mary K. Smith. *Day Care and Early Education*, Summer/93.
39. **Teaching With Less Talking: Learning Centers in Kindergarten.** Barbara Kimes Myers/Karen Maurer. *Young Children*, 7/87.
40. **Activity Centers in the Home: Ideas for Family Day Care Providers and Parents.** Jean Billman. *Day Care and Early Education*, Winter/92. Learning centers are not just for classrooms. They can support independent exploration anywhere.
41. **Setting Up for Music & Movement.** *Scholastic Early Childhood Today*, 4/95. Provide a special place in your classroom for exploring music every day.
42. **Developing a Music Center.** Laverne Warner. *Texas Child Care Quarterly*, Spring/89.
43. **Literacy All Around.** Leslie Mandel Morrow. *Scholastic Early Childhood Today*, 1/95. How learning centers work with the curriculum which, in turn, works with free-play; how to make reading, writing, and talking a part of the environmental curriculum.
44. **A Center for Writers.** K. Koons. *First Teacher*, 7-8/91. Suggestions for providing a place for 4- and 5-year-olds to experiment with written words, i.e., homemade autograph books.
45. **Making the Most of Water Play.** Sandra Crosser. *Young Children*, 7/94. How to set up water-play areas indoors and outdoors; what materials you can collect as play enhancers and which skills you can observe being practiced in play.
46. **Beginnings Workshop: "Block Play".** *Child Care Information Exchange*, 5/95.
 - Block Building: Opportunities for Learning.** H.K. Cuffaro. The way children play with blocks is as representative of their cognitive skill level as if it were measured on graphs and charts.
 - Block Play: Experiences in Cooperative Learning and Living.** S. Cartwright. Block play partners tracked into young adulthood were found to have become honor students. Is there a link?
 - Block Play is for ALL Children.** Kay Stritzel. Ways to encourage participation in block play, by girls as well as boys, and to underscore the value of the activity by "saving" block creations.
 - Enriching the Possibilities of Block Play.** Stuart Reifel. Practical tips on how to set up block play areas.
 - On the Floor With Kids! Teachers as Block Play Partners.** Karen Stephens. Getting down on the play level of the children immediately opens communication channels and increases the teacher's ability to understand the children's thinking.
 - Resources on Block Play.** For further reading, a list of authors and books on block play.

Equipment/Activity Ideas



*There are two ways of spreading light:
to be the candle
or the mirror that reflects it.
- Edith Wharton*

47. **Talking With Children About Light.** *Texas Child Care*, Spring 1996. Lightness and darkness are a part of everyday life for children and a frightening part for many. Questions to talk about and activities for experimenting with light, i.e., shadowmaking and experimenting with plants.
48. **Community Field Trips.** Judith Leipzig. *Scholastic Pre-K Today*, 5-6/93. Exploring your neighborhood and identifying the children's environment helps them make sense of their world.
49. **A Baker's Dozen: Thirteen Terrific Ways to Reuse Plastic Milk Jugs.** *Texas Child Care*, Summer/94.
50. **Creating Prop Boxes to Stimulate Dramatic Play and Literacy Development.** C. Soundy/P. Gallagher. *Day Care and Early Education*, Winter/92. Collect items and clothing that suggest roleplaying for children.
51. **Clocks, Camera, and Chatter, Chatter, Chatter: Activity Boxes as Curriculum.** Diane Suskind/Jeanie Kittel. *Young Children*, January 1989. Multi-age groups are especially benefited when age-appropriate activity materials are collected in individual storage boxes.
52. **Promising Props for Outdoor Play.** *Day Care and Early Education*, Fall/85. Suggestions for prop boxes to be used outside for extending dramatic play.
53. **Storytime Props.** Tania Cowlong. *First Teacher*, 1-2/96.
54. **Easy-To-Make Clothes for Dramatic Play.** *Texas Child Care*, Fall/92. Instructions for how to make costumes for different character types.
55. **Make It With a Box.** *Texas Child Care*, Fall/94. Ideas for preschoolers and school-agers for using boxes, i.e., obstacle courses, rocket ships, and pull-toys.
56. **Integrating Computers into the Curriculum.** Daniel D. Shade. *Day Care and Early Education*, Fall/91. Appropriate use of computers means putting them where the children are, not in an isolated room. Includes a lesson plan example.
57. **Creating an Outdoor Project.** D. Cundiff-Stith. *Scholastic Early Childhood Today*, 4/96. A mixed-age family day care group builds a lemonade stand and more.
58. **Creative Block Play.** E.F. Provenzo, Jr./A. Brett. *Day Care and Early Education*, Spring/84. Adequate building time should be allowed for daily block play. Several structured block play activity ideas are included.
59. **Hollow Blocks: How to Make and Use Them.** *Texas Child Care*, Summer/93.
60. **Cooking Up a Good Story.** Barbara N. Kupetz. *Texas Child Care*, Fall/94. Incorporate nutrition and cooking lessons into a variety of curriculum areas starting with a picture book that captures the children's interest, prompting conversation and the desire to extend the activity.
61. **Learning Activities for Toddlers.** *Texas Child Care*, Spring/96. Quality environments for toddlers provide space, time and equipment for developing skills in self-help, creativity, world mastery, and coordination.

***When a thought takes one's breath away,
A lesson on grammar seems an impertinence.
- Thomas Wentworth Higginson***



Listening and Observing

62. **The Teacher as Observer: The Director as Role Model.** M. Carter/ E. Jones. *Early Childhood Information Exchange*, 9-10/90. When directors take time to observe children and report the interesting things seen and heard, enthusiasm becomes an antidote for job burnout.
63. **Teacher as Scribe and Broadcaster: Using Observation to Communicate - Part 2.** E. Jones/ M. Carter. *Early Childhood Information Exchange*, 1-2/91. Teacher training strategies to motivate teachers to observe children. Illustrations of childrens' positive responses to being observed.
64. **Observations in Early Childhood Classrooms: Advice From the Field.** Ann C. Benjamin. *Young Children*, 9/94. Practical suggestions for planning observations, learning techniques, keeping records, and involving children.
65. **Training Teachers to Observe: When We Really See the Child.** Sally Cartwright. *Early Childhood Education Exchange*, 9/94. Teachers respond better to children when they actively observe them; children sensing this attentiveness, grow in self-assurance and learn more.
66. **Peacock Feathers.** Benjamin Mardell. *Day Care and Early Education*, Spring/87. A delightful illustration of what ~~one~~ teacher learned about a child's "construction" of knowledge by observing him during block play.
67. **On Listening to What Children Say.** Vivian Gussin Paley. *Harvard Educational Review*, Vol. 56, No.2, 5/86. Many anecdotes from her classroom experience that illustrate how the curiosity of the teacher prompts wonderful open-ended group discussions that a skillful teacher-facilitator will weave into a curriculum.
68. **Juggling Learning and Entertainment.** Carol Vukelich. *ACEI Exchange*, Vol. 62, No.4, Summer/94. The teacher must not constantly be "center stage" but function as a facilitator, a helper for the child, who is the active party in the learning process.
69. **Meaningful Assessment Activities.** J.I. Gelfer/ P.G. Perkins. *Day Care and Early Education*, Fall/88. Children differ in cognitive and social maturity; assessing the diversity of aptitudes in children is necessary when planning for their education. Commercially packaged assessment tools do not always help a teacher "know" the child better or individualize the program.
70. **Celia Genishi: Reflections on Assessment.** *Scholastic Early Childhood Today*, 5-6/96. What the chairperson of the Department of Curriculum and Instruction at Columbia University Teachers College has to say about authentic assessments and, for that matter, inauthentic assessments. "Since mastery of skill is very tangible and measurable, I think some teachers spend time trying to induce and then measure isolated skills."
71. **What Should Young Children Be Learning?** L.G. Katz. *Child Care Information Exchange*, 11/94. A clear explanation of the categories of learning and the risks of early academic instruction.
72. **"I Told You All About It, So Don't Tell Me You Don't Know": Two-Year-Olds and Learning Through Language.** Lucia French. *Young Children*, 1/96. What does a child really learn when a teacher uses inappropriate curriculum practices? Overstructuring and lecturing can be devastating to the child, who may be left with a lasting aversion to school.
73. **Reflections on Learning.** A. Mitchell. *Scholastic Early Childhood Today*, 1/94. Rethinking your program and center environment; do they work for each child in your care?

10
Social Development



*This I learned from the shadow of a tree,
That to and fro did sway against a wall:
Our shadow-selves, our influence, may fall
Where we ourselves can never be.*

- Anna E. Hamilton

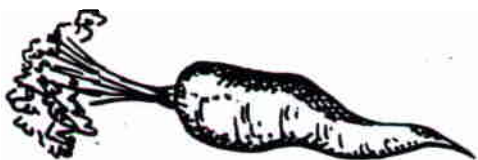
74. **Children Without Friends: Who Are They and How Can Teachers Help?** Janis R. Bullock. *Childhood Education*, Winter/92. Peer rejection at all age levels has a direct effect on behavior problems and future school success. Children can be coached in ways to interact successfully.
75. **Young Children's Social Development: A Checklist.** Diane E. McClellan/ Lilian G. Katz. *ERIC Digest*, 6/93. Unless children acquire social competence by age six, it is most probable that they will have difficulties socially throughout life. Therefore, helping children develop relationships should be a high priority for early childhood professionals.
76. **Encouraging Positive Social Development in Young Children.** Donna Sasse Wittmer/ Alice Sterling Honig. *Young Children*, 7/94. "Helping young children notice and respond to the feelings of others can be quite effective in teaching them to be considerate of others."
77. **Supporting the Development of Shy Children.** Janis Bullock. *Day Care and Early Education*, Summer/93. Shyness is a common emotion for both children and adults, yet it is considered undesirable. Viewing it as a coping skill in individuals attune to changes in environment, can put shyness in a more positive light and allow educators to accept it as a "more" rather than "less" trait of temperament.
78. **Solitary Pursuits: Supporting Children's Privacy Needs in Early Childhood Settings.** Christine A. Readdick. *Young Children*, 11/93. "Visits to child care centers rarely reveal little niches for withdrawal and quiet reverie - no soft seat just the right size for a child looking out on trees and flowers, no outdoor hideaway behind a rock or under a shrub. In fact, in many instances, the only provisions for children's solitary pursuits are the bathroom stall and the time-out chair."
79. **Those Social Toddlers.** Sandra Waite-Stupiansky. *Scholastic Pre-K Today*, 3/93. By understanding that toddlerhood brings an incredible urge for independence, and the testing that accompanies it, caregivers can create a supportive environment for social growth.
80. **Caregiver and Teacher Language- Responsive or Restrictive?** Janet Stone. *Young Children*, 5/93. "Responsive language is respectful of the child and caring, and it encourages two-way conversation. Restrictive language is rude, critical, and controlling."

*There was a bold woman
Who lived in a shoe.
She had many children
And she knew what to do.*



*"You are all lovable,
With special gifts," she said.
She hugged them all fondly
And tucked them in bed.*

*- Diane Loomans/Karen Kolberg/Julia Loomans
From Positively Mother Goose*



Meals/Nutrition/Fitness

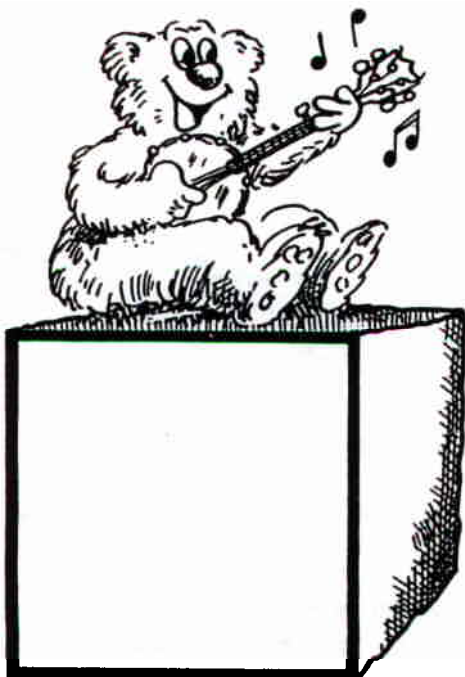


81. **Making Mealtime a Developmentally Appropriate Curriculum Activity for Preschoolers.** Janice Fletcher/ Laurel Branen. *Day Care and Early Education*, Spring/94. Important points discussed are: letting children eat until they are full without forcing them to clean their plates, flexibility about the amount of time scheduled for eating, conversing with the children at mealtime, and planning for children's participation in food preparation.
82. **Children's Eating: The Development of Food-Acceptance Patterns.** Leann L. Birch/ Susan I. Johnson/ Jennifer A. Fisher. *Young Children*, 1/95. Frequent tasting of a new food is necessary before a child will accept it. How caregivers and parents interpret children's initial rejection of foods has a definite influence on their children's eating behavior.
83. **Fitness and Fun for Three-to-Five Year Olds.** Sue Ellen Miller. *Day Care and Early Education*, Summer/93. Children are found to be more inactive in preschool years if their parents and caregivers are overweight. Play activity ideas for preschool teachers to facilitate and model.
84. **Food Buying Guide for Child Nutrition Programs.** ~~USDA/ Food and Nutrition Service~~. Servings one can figure per pound of specific food, how many units to purchase for 100 servings, and other useful information for group meal preparation is included in this 150 page guide.
85. **Supporting the Breastfeeding Relationship During Child Care: Why is it Important?** Sandra L. Morris. *Young Children*, 1/95. Although more thought and more frequent feedings may be required, the child care provider who encourages the mother to continue breastfeeding after going back to work will reap the benefits; breastfeeding protects babies against illness, allergies, overweight, and is free, besides encouraging the continued bonding between mother and child. Tips on how to get a breastfed baby to take a bottle of breastmilk.
86. **Breastfeeding for Beginners.** *American Baby*, 7/95. Besides advice on how to prepare to breastfeed and tips for making it more comfortable, this article offers suggestions for how to continue breastfeeding after going back to work.
87. **Is Milk Enough?** Katherine Karlsrud, M.D. *Parents*, 12/93. In some cases babies need vitamin D, ~~or~~ fluoride to supplement breast ~~or~~ bottle milk. Also some nutrition tips for nursing mothers.
88. **Almanac.** Phyllis Schneider. *Parents*, 5/95 and 3/89. Freezing breastmilk and thawing it for use within one month will not lessen its nutritional value. Microwaving formula can be dangerous for infants because of hidden heat pockets. Setting the bottle in a cup of hot water to raise it to room temperature is recommended.
89. **Feeding Infants.** *Food Fare*, Volume 13, #2, 2/94. Discusses the different types of milk feedings and the inappropriateness of lowfat milk for babies. Includes a chart of the Child Care Food Program Infant Meal Pattern with listed amounts of milk to continue with when starting solid foods.
90. **Infant Nutrition: Drinking From a Cup, Eating From a Spoon.** *Texas Child Care*, Fall/94. Ways for caregivers to help working nursing mothers continue to feed their babies breastmilk. Signs to watch for when feeding an infant that tell you whether or not the child is eating enough. Suggested ages for introducing solids, serving sizes and how much formula or how many nursings to continue with while introducing solids.

Safety In Environments



91. **Who's Vulnerable in Infant Child Care Centers?** Earline D. Kendall/Virginia E. Moukaddem. *Young Children*, 7/92. Children under three do not have fully developed immune systems to help them resist infection. Sanitation is imperative for them. Pregnant women caregivers should be especially alert to several viruses that are dangerous to fetuses.
92. **Nutrition Digest. The Wheatstalk**, 2/93. Nitrate in food or water is dangerous for infants under 6 months of age because it stops the blood's ability to carry oxygen. Private wells should be tested by the Department of Natural Resources.
93. **Code Blue! Establishing a Child Care Emergency Plan.** Margaret Leitch Copeland. *Child Care Information Exchange*, 1/2-96. In the event of the very worst happening, e.g. a SIDS death, a gunman entering your center, an earthquake, centers need to have a set of procedures to follow.
94. **Lead Poisoning: A New Crisis for Child Care?** *Texas Child Care*, Summer/93. 75% of the homes built before 1980 contain lead-based paint, the leading cause of lead poisoning in children.
95. **Is Your Home Hazardous?** Richard Laliberte. *Parents*, 7/94. Lead, radon, formaldehyde, asbestos, and carbon monoxide are a few of the toxicants in the home environment that are measurable. Article lists contact agencies and phone numbers for testing your home or center.
96. **Brochure: Lead Poisoning and Your Children.** *United States Environmental Protection Agency*, 9/92. In colorful poster format, seven things to do to protect your child from lead poisoning.
97. **Brochure: Renovating Your House? Before You Start, Check for Lead for Your Child's Sake.** *Division of Health/ The Wisconsin Council on Developmental Disabilities*. Lab sites for testing. Safe ways to remove lead.
98. **Brochure: Preventing Childhood Lead Poisoning.** *State of Wisconsin DHSS/Division of Health*. Lab sites for testing lead levels and what the law says about lead removal. Failure to remove lead hazards can result in fines.



*You're my turtle,
you're my dove,
coo, coo,
you're the one I love.*

*You're my safety,
you're my pin
hold me close
and fasten me in.*

*You're my jumping,
you're my jack,
wherever you go,
you always come back.*

*- Eve Merriam,
You Be Good and I'll Be Night:
Jump-On-The-Bed Poems*





Lead Poisoning

A silent but treacherous enemy may lurk inside your otherwise cozy home, your garden, your neighborhood, your school or other places where you feel "safe". Lead poisoning is a great threat especially to small, growing children. It can permanently harm the kidneys and blood cells, and cause irreversible brain and nerve damage that will affect their learning potential for the rest of their lives. At high levels, it can even cause convulsions and death.

Paint is the major source of lead poisoning. As it chips off, children eat it. One may be affected merely by breathing it. Lead dust can form on intact paint. Places to be aware of potential lead paint are woodwork, walls, floors and old toys. Soil can store lead as well, poisoning the vegetables that grow in it. The pipes carrying water into your house should be suspect. Samples of soil, water, and paint must be tested to determine whether you are surrounded by high levels of lead. Children living or cared for in homes built before 1978 are exposed to materials that were not regulated for lead poisoning. They should be tested regularly; this requires a visit to the doctor and an analysis of a blood sample.

You should be especially concerned if your situation and environment include:

1. Remodeling projects that create lead dust.
2. Old painted surfaces that are breaking down into dust.
3. Dirt near busy streets that is exposed to car exhaust from leaded gasoline and that is being cultivated or played on.
4. Dirt that has been exposed to lead-based insecticide.
5. Lead pipes, soldered waterpipes or brass plumbing fittings in your home.
6. Food stored at length in leaded crystal or in poorly glazed pottery.
7. Antique items such as pewter, pottery and porcelain, and furniture with old finishes.
8. Battery casings, drapery and window weights, and folk medicines/cosmetics.
9. Hobbies that produce fumes and dust from lead.

Some signs of lead poisoning are
headaches,

irritability,

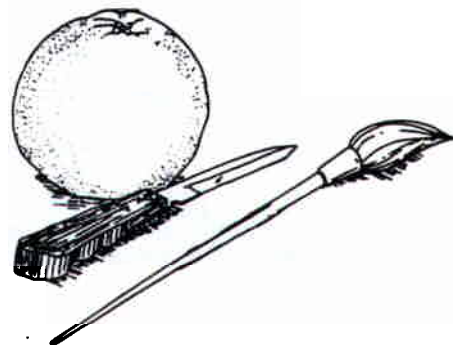
tiredness,

lack of appetite,

vomiting,

constipation,

and stomach aches.



Most children show no symptoms at all. One in six children has high levels of lead in his/her system.

Lead screening should be part of a normal health program. Children under six years of age should be tested once a year, children under three should be tested more frequently.

For more information about lead screening, call the Wisconsin Division of Health's Childhood Lead Poisoning Prevention Program at (608) 266-1826. For information on testing and evaluating your environment for lead, call (608) 266-7897.

Books To Borrow

Playgrounds



Playground Rules:

1. *Sand stays on the ground.*
2. *Be careful that your neighbor doesn't fall.*
3. *The person turning the steering wheel... needs to share.*
4. *Walk around the mound on the bikeway.*
5. *When the bell rings, it's cleanup time.*
6. *Put all toys back in their places.*

*-Don't-less rules by children,
from Children's Play and Playgrounds
by Joe Frost/ Barry L. Klein*

99. **Play Structures.** G.Ellison. Photographs and construction designs and measurements.
100. **The Early Childhood Playground: An Outdoor Classroom.** S.B. Esbensen. Many aspects of playground planning: dimensions for children's size and age, play zones, compatability of different play, safety features to include when planning, comparison of surfacing materials.
101. **Nuts and Bolts of Playground Construction.** P. Hogan. ~~Articles on play areas in other countries,~~ designs for vehicles, treehouses, tire structures, swings, slides, and sculptures to climb on.
102. **Places and Spaces for Preschool and Primary (Outdoors).** J. Vergeront. Drawings and instructions for building and arranging outdoor equipment.
103. **Recommendations for Child Play Areas.** Cohen/Hill/Lane/McGinty/G.T. Moore. Includes 75 patterns for children's outdoor play areas.
104. **Handbook for Public Playground Safety.** U.S. Consumer Product Safety Commission, Washington, D.C. Presents playground equipment safety information in the form of guidelines.
105. **Children's Play and Playgrounds.** J.L. Frost. Photos and drawings of plans and equipment. Theories of play; how children use equipment at different stages and what to plan for.
106. **Play and Playscapes.** J.L. Frost. Discusses why children play, the history of playgrounds, *playgrounds for specific needs, adventure playgrounds and the role of adults in children's play.*
107. **Case Studies of Child Play Areas and Child Support Facilities.** Cohen/McGinty/G.T. Moore. 50 center playgrounds were evaluated; observations and interviews with staff, parents, designers.
108. **Play For All Guidelines.** R.C. Moore/Goltsman/Iacofano. Integrating children of all abilities into one play area; equipment maintenance, accessibility, risk management.
109. **Childhood's Domain.** R.C. Moore. How children determine their territory; their criteria for play.
110. **Planning Environments for Young Children Physical Space.** Kritchevsky/Prescott/Walling. Areas for children must be planned: number of toys (play units) per child, complexity of the toys, amount of empty space per child, and play space analysis from a child's viewpoint.
111. **New York City Street Games.** The Greatest Games Ever Played on Concrete. R.& D. Vignola.
112. **Plants for Play.** A Plant Selection Guide for Children's Outdoor Environments. R.C. Moore.



Facility Design/Room Arrangement

113. Early Childhood Physical Environment Observation Schedules and Rating Scales: Preliminary Scales for the Measurement of the Physical Environment of Child Care Centers and Related Environments. Gary T. Moore.
114. Recommendations for Child Care Centers. G.T. Moore/Lane/Hill/Cohen/McGinty. 115 patterns for planning and designing large centers, neighborhood centers, and family child care homes.
115. Comprehensive Bibliography of Child Care and Preschool Design. Compiled by Gary T. Moore.
116. Dimensions of Teaching-Learning Environments: A Handbook for Teachers in Elementary Schools and Day Care Centers. Jones/Prescott. Different dimensions of the environment, e.g., open/closed activities, hard/soft and simple/complex settings, and the teachers' roles.
117. Design Guides for Montessori Schools. Raquel de Jesus.
118. Creative Curriculum in Early Childhood. Trister Dodge/ Colker. A treasure trove of ideas for room arrangements, storage and supplies for most curriculum and interest areas.
119. In My World. Ro Logripo. A how-to book of facility design that is especially good for family day care and infant-toddler environments.
120. Places and Spaces for Preschool and Primary (Indoors). Jeanne Vergeront. Drawings and instructions for building space-saving multipurpose equipment for inside space.
121. Room for Loving, Room for Learning: Finding the Space You Need in Your Family Day Care Home. Hazel Osborn. Creating activity areas with the space available. Includes actual floor plans for several home styles including an apartment and mobile home.
122. Home-Centered Care: Designing a Family Day Care Program. A Guide for Caregivers and Parents. Ronda Garcia. Play-learning environments for children at different ages, practical applications of child development concepts, and standards for quality child care.
123. Child Care Options: A Workplace Initiative for the 21st Century. Leveen Sher/Fried. A valuable collection of answers to current child care management issues, e.g., flextime, job sharing, emergency back-up care, besides a chapter on facility design.
124. The More We Do Together: Adapting the Environment for Children With Disabilities. The Nordic Committee on Disability. Technical aids in common environments, e.g., the kitchen, bathroom, hobby area. Colorful, well-depicted illustrations by the Swedish artist, M.B. Samuelsson.
125. Achieving Physical and Communication Accessibility. Adaptive Environments Center, Boston, MA. Practical ideas for low-cost improvements that provide accessibility for disabled children.
126. Valuing Diversity: The Primary Years. Janet Brown McCracken. Integrating diversity into the curriculum and preparing the environment, activities and learning materials.
127. The What, Why, and How of Early Childhood Education: A Guide for On-Site Supervision. Koralek/Colker/Trister Dodge. Equipment and materials for infants, toddlers, preschoolers, school-age and family child care; how to adjust the environment for the individual child.

Bulletin Boards



- 128. 3-D Art Projects That Teach. Lynn Brisson. Using paper, scissors and glue, cut and form materials to give depth and texture to bulletin boards and projects.
- 129. Just Hanging Around: Ideas For Creative Use of a Child's Learning Space. Bohlen/Digby/Larson. Ideas and instructions for mobiles.
- 130. Everyday Bulletin Boards. Wilmes/Moehling. Child-created borders and backgrounds. Activities utilizing bulletin board surfaces.
- 131. More Bright and Bold Bulletin Boards. Christine Menard. 20 bulletin board ideas on the themes of literature, leisure and cultural events.
- 132. Nursery School Bulletin Boards. Extending the Learning Environment. Clare Cherry. Principles of planning bulletin boards and theme ideas.

Learning Centers



- 133. Learning Centers...A Guide for Effective Use. Louise F. Wayham/Robert M. Wilson. How to develop learning centers, organize your classroom, and evaluate your centers.
- 134. The Complete Learning Center Book. Rebecca Isbell. Illustrations of 32 learning centers.
- 135. Learning Centers. Open-Ended Activities. Liz & Dick Wilmes. Highlighting nine subject areas, including large motor activities and sand/water exploration.
- 136. Learning Centers for Young Children. G.B. Houle. Anecdotal descriptions and drawings of centers the author has used, the educational value of each example, and materials needed.
- 137. More Than Counting. Whole Math Activities for Preschool and Kindergarten. Sally Moomaw/Brenda Hieronymus. Easy to follow directions for preparing math game centers.
- 138. Young Children: Active Learners in a Technical Age. Wright/Shade, editors. NAEYC. Articles by experts on a number of issues involving computer usage in early childhood programs.
- 139. Using Children's Books in Preschool Settings. Steven Herb/Sara Willoughby-Herb. Selecting books and storytime visual-aids that work for different age levels. Ways to set up storybook corners and decorate for reader-friendly environments.

Equipment/ Activity Ideas



- 140. Folder Game Festival. E. Commins. How to make games of paper (to be stored in folders) that build eye-hand coordination, pre-reading, math, science and social studies skills. Preschool-K.
- 141. 2's Experience Feltboard Fun. L. & D. Wilmes. Patterns and stories for circle time with toddlers. Tips for presenting the material successfully.
- 142. 2's Experience Fingerplays. L. & D. Wilmes. Fingerplays for many uses, e.g., getting dressed, transition time, theme-stretching.

143. 1001 Teaching Props. Compiled by the Totline Staff. Inexpensive ideas using mostly household materials that children can use themselves to create games and toys.
144. Table & Floor Games. Liz & Dick Wilmes. Seasonal patterns and instructions for paper games.
145. Button, Button, Where's the Button? 101 Button Games. Hajo Bücken.
146. Where is Thumbkin? 500 Activities To Use With Songs You Already Know. Schiller/Moore. Includes special toddler section, curriculum extensions and thematic connections, related records, tapes and bibliography.
147. The Eentsy, Weentsy Spider: Fingerplays and Action Rhymes. Cole/Calmenson.
148. One Potato, Two Potato, Three Potato, Four. 165 Chants for Children. Compiled by Mary Lou Colgin. Familiar verses that make language fun for youngsters and adults alike, i.e., "Come on in! Take off your skin, and rattle around in your bones!"
149. Yearful of Circle Times. L. & D. Wilmes. Openings and ideas for seasonal circle time activities including recipes, fingerplays, field trip suggestions, and games.
150. First Time, Circle Time. Shared Group Experiences for Three, Four and Five-Year-Olds. Holley/Walkup. Besides many activity plans, this book includes songs, recipes, fingerplays, floor plans and suggested schedules for full- and half-day preschools.
151. 365 Days of Creative Play. Ellison/Gray. Compact cookbook format, one idea per page, materials and directions. 2 years +.
152. Child's Play. 200 Instant Crafts and Activities for Preschoolers. Leslie Hamilton.
153. Paint Without Brushes. Liz & Dick Wilmes. Easy open-ended art activities.
154. Exploring Art. Liz & Dick Wilmes. Ideas for seasonal art activities designed to be displayed, i.e., coloring the snow outside with chalk or hanging wax paper drawings in the windows.
155. Sciencearts: Discovering Science Through Art Experiences. Kohl/Potter. Activities identified by age appropriateness, difficulty, season, art technique and science concept targeted.
156. 474 Science Activities for Young Children. M.D. Green. Activities that can complement other curriculum areas in a "Why, what, and how" lesson plan format. Preschool/School-age.
157. Get Growing! Exciting Indoor Plant Projects for Kids. Lois Walker. For ages 5-10.
158. Paper Cutting Stories From A To Z. Valerie Marsh. Each story is designed to introduce and reinforce one letter of the alphabet. Full-sized patterns and instructions for revealing the "secret shape" by cutting it out of paper while the tale is told.
159. Paper-Cutting Stories for Holidays and Special Events. Valerie Marsh.
160. Easy-to-Tell Stories for Young Children. Annette Harrison. Folktales and fables with prompting for when to use story props, actions, and questions for the child audience.
161. Explorations With Young Children. A Curriculum Guide for The Bank Street College of Education. *The Bank Street College of Education.* Edited Anne Mitchell/ Judy David. An explanation of the process and steps that need to be taken when creating the learning environment. The what and why of child development, groups, and traditional curriculum areas are expressed to the reader in a manner that encourages self-growth through reflection.

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162. **Young Children Rap.** To Learn About Famous African Americans. Chris Meissel. Raps, rhymes and learning activities to incorporate into many curriculum areas while also learning the history of role models such as Arthur Ashe, Marian Anderson, and Wilma Rudolph.
163. **Busy Fingers, Growing Minds.** Finger Plays, Verses and Activities for Whole Language Learning. Rhoda Redleaf. Over 160 original finger plays and verses for a variety of occasions and places, especially child care and daily routines, such as, diapering.
164. **Hands-On Math.** Manipulative Math for Young Children. Janet Stone. Many ideas in a compact format. Annotated table of contents for handy access to suitable activity ideas.
165. **Mathematics Their Way.** An Activity-Centered Mathematics Program for Early Childhood Education. Mary Baratta-Lorton. A photo-filled and practical book that really gives the whole picture of how each math lesson should unfold. Addresses teachers' questions at each concept level, includes sample letters to parents, and blackline masters to reproduce.
166. **Book-Write.** A Creative Bookmaking Guide for Young Authors. Michelle O'Brien-Palmer. An illustrated, easy-to-follow guide for school-agers about a five-step bookwriting process: prewriting, drafting, revision, editing, and publishing.
167. **Book-Talk.** Exciting Literature Experiences for Kids. Michelle O'Brien-Palmer. Ideas for school-agers designed to make reading not only fun but creative and socially satisfying. Suggested reading projects and rewards. List of books recommended by children themselves.
168. **Made By Human Hands.** A Curriculum for Teaching Young Children about Work and Working People. Jessie Wenning/Sheli Wortis.
169. **Playdancing.** Discovering and Developing Creativity in Children. Diane Lynch Fraser. Dance movement is a primary means of communication in young children; this book explores the magical link between movement and interpersonal skills affecting creativity, language and self-esteem. Specific lesson examples of fundamental play dances.
170. **Including Children With Special Needs in Early Childhood Programs.** Wolery/Wilbers, editors. NAEYC. Examples of topics addressed: four teaching strategies to use with children with disabilities, assessing the children's needs, planning the program, and ways to help prepare for transitions to other programs.
171. **My Recipes Are For The Birds.** Irene Cosgrove. Recipes preferred by different kinds of birds and tips on preparing feeders and attracting birds.

Listening and Observing



*Her smile was not meant to be seen by anyone
and served its whole purpose
in being smiled.*

*-Rainier Rilke,
from The Journal of My Other Self*

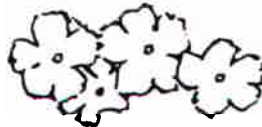
172. **Images of the Young Child.** Collected Essays on Development and Education. David Elkind. Humanizing the curriculum, the hurried child, behavioral theorists Piaget, Montessori and Erikson are some of the topics included in this collection.

173. Wally's Stories. Conversations in the Kindergarten. Vivian Gussin Paley. Authentic assessment. The fantasy life of children that goes on parallel to the planned curriculum in the classroom, weaving in and out of children's conversations, will not go unnoticed by teachers after they read Ms. Paley's fascinating observations.
174. The Boy Who Would Be a Helicopter. The Uses of Storytelling in the Classroom. Vivian Gussin Paley. A compelling account of a preschool classroom and the role the good teacher plays in connecting the invisible threads that run through the children's spontaneous curriculum.
175. Observing and Recording the Behavior of Young Children. Dorothy H. Cohen/Virginia Stern/with Nancy Balaban. A valuable resource explaining kinds of observation records, how to organize them, the language best used in describing behavior, as well as what behavior warrants recording and how much detail should be included.
176. Is the Left Brain Always Right? Cherry/Godwin/Staples. A Guide To Whole Child Development. An aid to understanding learning styles that are dictated by the body and how to select types of activities that will maximize the individual child's developmental experience.
177. Never, Ever, Serve Sugary Snacks on Rainy Days. The Official Little Instruction Book For Teachers of Young Children. Shirley Raines. Words of wisdom and humor for child caregivers, e.g., "No child has time for time-out" and "Count fingers, toes, and noses, not mistakes."



Meals/Nutrition/Fitness

178. Pretend Soup and Other Recipes. A Cookbook for Preschoolers & Up. Katzen/Henderson.
179. Storytime and Beyond. With Child Nutrition Information and Approved Recipes for the Child & Adult Care Food Program. A nutrition curriculum developed for family day care providers by the WI Child & Adult Care Food Program Sponsors Forum.
180. Multicultural Snacks. Common Ingredients, Different Cultures. Susan Hodges. *Totline*. Easy recipes for children to help prepare.



Safety In the Environment

181. Caring For Our Children. National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs. American Academy of Pediatrics/American Public Health Association, 1992. Standard safety and health procedures in child care settings, including rationales for policy writing. See page 23 of this newsletter for purchase information.
182. Model Child Care Health Policies. American Academy of Pediatrics, December 1993. *NAEYC*. A summary in policy form of the more comprehensive Caring for Our Children. Starting texts from which to individualize health policies suitable for a variety of child care facility types.
183. Clean & Green. The Complete Guide to Nontoxic and Environmentally Safe Housekeeping. Annie Berthold-Bond. "485 ways to clean, polish, disinfect, deodorize, launder, remove stains - even wax your car without harming yourself or the environment."
184. Baby-Safe Houseplants & Cut Flowers. A Guide to Keeping Children and Plants Safely Under the Same Roof. John I. Alber/ Delores M. Alber.



Audiovisual Materials To Borrow

185. **OBSERVING YOUNG CHILDREN: LEARNING TO LOOK, LOOKING TO LEARN.** Washington, DC: Teaching Strategies, Inc., 1995. VHS, color, 28 min. + trainer's guide.

Observation--as distinguished from opinion or judgement--is the basis of everything early childhood educators do. This video gives new and experienced staff the skills to learn about individual preschoolers and kindergartners, measure children's progress, and evaluate their program. The narrator walks the viewer through practice observations, and the guide gives sample forms.

186. **SENSORY PLAY: CONSTRUCTING REALITIES.** Produced by South Carolina Educational Television. Washington, DC: NAEYC, 1994. VHS, color, 18 min.

Sensory play is a natural and concrete means of supporting each child's individual learning style, whether auditory, visual, or kinesthetic. This video examines how a child's first-hand experience with sensory exploration contributes to overall development.

187. **KEYS TO QUALITY IN SCHOOL-AGE CHILD CARE.** Rockville, MD: Montgomery County Public Schools Television Foundation, Inc., 1993. VHS, color, 25 min. + viewer's guide + trainer's guide.

Summarizes four key considerations in planning, selecting, and implementing quality school-age child care programs: plan with children in mind, organize for diversity and choice, view parents as partners, and collaborate with others who can help. Shows us how quality is reflected in the faces of the safe, secure, loved and valued children in these programs.

FIRST STEPS: SUPPORTING EARLY LANGUAGE DEVELOPMENT. Portland, OR: Educational Productions, Inc., 1995. 4 VHS, color, 30 min. tapes + trainer's manual. Complete training program teaches parents and caregivers relaxed, low-pressure ways to enhance early language learning of children birth to three with or without special needs. Helps us learn to read and respond to the messages children send long before they have words to express themselves. Each video contains a 16-20 minute program that presents core concepts and techniques, plus several short training extensions keyed to materials in the trainer's manual.

188. **Step 1: Beginning Language Connections.** (45 min. for core training, 3 1/2 hrs. total) Focuses on children's early messages. Shows the importance of tuning in to children's communication from the day they're born. Presents vivid examples of children's early communication attempts.
189. **Step 2: Reading the Child's message.** (45 min. for core training, 3 hrs. total) Helps adults learn to read each child's cues and signals. Identifies many overlooked, unclear or easily misinterpreted communication efforts.
190. **Step 3: Talking with Young Children.** (50 min. for core training, 3 hrs. total) Describes a very powerful technique called "Information-Talk" which is the process of observing and talking to children about what they are seeing, doing, thinking or feeling.
191. **Step 4: Building Conversations.** (55 min. for core training, 3 hrs. total) Clearly demonstrates simple techniques of turn taking and following a child's lead.

192. **CARING FOR OUR CHILDREN.** By the American Academy of Pediatrics and NAEYC. Washington, DC: NAEYC, 1995. 6 VHS, color, 30 min. tapes + handout masters. Important new training resource based on the book Caring for Our Children: National Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs. (Item #181 in this newsletter. If you don't already have this book, order it to borrow with the tapes.) Lots of very specific information on what you can do to ensure the health and safety of the children in your care.

Part 1: Standards and You. What standards are and how they were developed and can be used. How caregivers can avoid stress, illness, and injury.

Part 2: Basic Caregiving. Proper diapering and handwashing techniques and how to serve meals. How children with special needs can be integrated into a program.

Part 3: Ready for Anything. Proper emergency planning and response for centers and family child care homes. How to safely transport children. How to prepare disinfecting bleach solution. Forms of child abuse and reporting obligations.

Part 4: Setting Up for Healthy and Safe Care. How to make sure a building used for child care is physically safe. Information on furnishings and storage of toxic materials. Playground safety, including location, arrangement of equipment, and use of impact-absorbing materials.

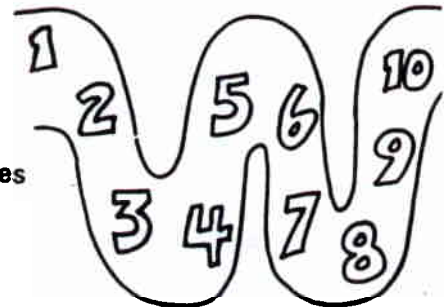
Part 5: Keeping It in Shape. Maintenance schedules and safety checklists. How to spot potential hazards. Recommended ~~cleanup schedule and procedures.~~ Use of an injury log.

Part 6: Illness in Child Care. Planning and communications when caring for an ill child. Proper procedures for administering medication and informing parents of an ill child. Communicable diseases and policy for illness exclusion.

THE PATH TO MATH IN EARLY CHILDHOOD EDUCATION.

By Rhoda Olenick. Barrington, IL: Magna Systems, Inc., 1996.

5 VHS, color, approx. 30 min. tapes + workbook. In these programs we see children develop math concepts through everyday play activities in ordinary child care environments. The tapes stress that children develop higher-level thinking skills such as math through their own efforts and their own senses rather than through rote learning.



193. **Tape 1: One-to-one Correspondence and Comparing.** (21 min.) Children match one object to another and find a relationship between two things on the basis of a specific characteristic.
194. **Tape 2: Classification and Seriation.** (31 min.) Children put things together in one group based on some specific characteristic (classification), and learn to compare more than two items and to put them into order (seriation).
195. **Tape 3: Shape and Parts and Wholes.** (28 min.) Children learn to recognize and name shapes and that wholes have parts.
196. **Tape 4: Space and Measurement.** (29 min.) Children learn relationships in space: direction, position, and distance. They use a formal or informal standard for measuring weight, quantity, length, and volume.
197. **Tape 5: Numbers and Counting and Numerals.** (32 min.) In rote counting, children recite the numeral names in correct order from memory. In rational counting, children attach the numeral names to a specific number of objects. Children learn that each number symbol represents an amount, gradually putting recognition of numerals together with counting.

198. **TO MAKE A PORTRAIT OF A LION.** Reggio Emilia, Italy: Centro Audiovisivi del Comune de Reggio Emilia, 1980. VHS, color, 32 min.



The children of one Reggio Emilia school decide they want to create portraits of the lion statue in the market square of their town. This leads to an extended project of thinking about and representing lions in many different ways, and lets us see the Reggio Emilia model in action. (Picture quality is poor in parts of this tape.)

DIVERSITY. Co-produced and written by Janet Gonzalez-Mena. Barrington, IL: Magna Systems, Inc., 1996. 4 VHS, color, approx. 30 min. tapes + workbook. The goal of this series is not to tell us the one right way to care for children, but to open our minds and promote discussion by exposing us to diverse perspectives on eating, sleeping, toileting, messy play, discipline, and privacy for children birth to six. A culturally diverse group of early childhood professionals watches and reacts to scenes taped in child care centers and homes with widely varying philosophies and practices. They struggle to find ways to express their own differing points of view, to improve parent-staff relations, and to integrate culturally responsive caregiving with developmentally appropriate practices.

199. **Module 1: Diversity, Independence, and Individuality.** (30 min.) Shows how strongly held beliefs and values regarding individuality and independence lead caregivers to define good practice in very different ways. Examples are chosen to promote discussion rather than give answers.
200. **Module 2: Diversity: ~~Contrasting Perspectives.~~** ~~(28 min.)~~ Goes ~~more deeply~~ into the differences between those who primarily value independence and those who primarily value interdependence. Seeing how these differences play out in delicate day-to-day caregiving situations, we are encouraged to understand diverse practices without labeling practices or people right or wrong.
201. **Module 3: Diversity and Communication.** (33 min.) Role-playing sessions show parent-staff disagreements over toilet training and dirty clothes. We see communication blocks and escalating arguments, threats and power plays. But we also see ways to negotiate, keep communication channels open, and create connections.
202. **Module 4: Diversity and Conflict Management.** (27 min.) This is the only "how to" video of the series. It goes more deeply into conflict management and recommends a practical process called RERUN to open up communications between parents and teachers or caregivers: Reflect... Explain... Reason... Understand... Negotiate.
203. **MAKING TEAMWORK WORK: HOW TO BE AN EFFECTIVE TEAM MEMBER.** By Ron Meiss. Produced by Workforce Learning Systems, 1993. VHS, color, 50 min.

Whether your team is just starting up or has been in operation for a while, having your group sit down and work out answers to the 18 questions posed by this tape will greatly improve your effectiveness. Focuses on the six key characteristics of teams: reasons, responsibilities, rules, roles, relationships, and results.

204. **DEALING WITH CONFLICT AND CONFRONTATION.** (video) By Dr. Helga Rhode. Boulder, CO: CareerTrack, 1992. 3 VHS, color tapes, 2 hrs. 45 min. total.
- Detailed, practical techniques to help you keep your cool, stand your ground, reach a positive resolution, and make conflict a healthy part of your organization.
205. **DEALING WITH CONFLICT AND CONFRONTATION.** (audio) 4 audiocassettes. See above annotation.

- Glenna Carter, CCIC Librarian

Resources Elsewhere

Free sample newsletter on/for Native Americans. Includes contributions from students, traditional craft/art project ideas, and teacher's guide. Send a self-addressed envelope with two 32 cent stamps to Daybreak Star Magazine, United Indians of All Tribes Foundation, 1945 Yale Place E., Seattle, WA 98102.

Brochures for small businesses. Order from R.Woods, Consumer Information Center-6A, P.O.Box 100, Pueblo, CO, 81002. FAX (719) 948-9724.

Basic Facts About Registering a Trademark. Defines trademarks and their functions. Includes an application form with instructions. (item 134C/\$2.50)

Guide to Business Credit for Women, Minorities and Small Businesses. Explains the preparation and application process to obtain commercial credit. (item 359C/\$.50)

Purchasing Information for CARING FOR OUR CHILDREN. Nat'l Health and Safety Performance Standards: Guidelines for Out-of-Home Child Care Programs. American Academy of Pediatrics, 141 Northwest Point Blvd., P.O.Box 927, Elk Grove Village, IL 60009-0927. 1-800-433-9016. (\$34.95) Also available to borrow from CCIC.

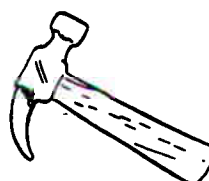
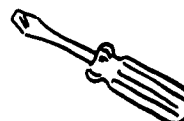
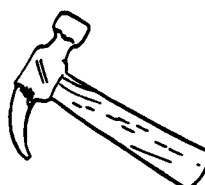
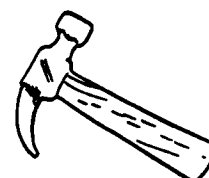
Free brochure: Puzzles, Mazes, Games and Fun! Ordering information for publications from the Wisconsin Department of Public Instruction; inexpensive manuals with ideas for planning and promoting programs, books with theme ideas and reproducible pages. Topics include: circus and entertainment, treasure hunts, history, country life, the Old West, food, physical fitness, sports, music, geology, and transportation. For ages 3-12. Contact: Sandi Ness, (800) 243-8782.

A Bag Of Tools

*Isn't it strange
That princes and kings,
And clowns that caper
In sawdust rings,
And common people
Like you and me
Are builders for eternity?*

*Each is given a bag of tools,
A shapeless mass,
A book of rules;
And each must make,
E're life has flown,
A stumbling-block
Or a stepping-stone.*

- R. L. Sharpe



Children's Books That Show Breastfeeding

Breastmilk is the most healthful food for babies and not necessarily incompatible with child care situations. It is always a good time to look for children's books that include a positive image of breastfeeding. Anne Altshuler, R.N., M.S., IBCLC, says, "Children's books tend to reflect our society's bias toward bottle feeding babies. There are some books that show or tell about breastfeeding, however. Here are some good ones, arranged in order from those appropriate for the youngest to those intended for older readers."

These books are available in your library or can be ordered at your local bookstore.

NOTE: They are NOT part of the CCIC collection.

We Have a Baby. Catherine Falwell. Clarion Books, 1993. This is a book for the very young child who is or is about to become an older sibling. Just 32 pages long. With only a few words on each page, the book shows a loving family with both parents actively involved in the care of the toddler and the new baby. The mother is shown nursing the new baby, her arm around the toddler who is nestled against her and eating milk and a cookie. (ages 1-3)

Welcome, Little Baby. Alike. Tupelo, 1993. In this book with simple text and delicate water color illustrations, a mother is shown in one picture nursing her new baby. Available in two sizes, one made to fit into a toddler's hand. (ages 2-3)

We Like To Nurse. Chia Martin. Illustrator: Shukyo Lin Rainey. Hohm Press, 1995. Fourteen animal pairs are shown nursing in bright, flat pictures with simple text, ending with a human mother and baby. (ages 1-3)

Look, Baby! Listen, Baby! Do, Baby! True Kelley. E.P. Dutton, 1987. This picture book, intended for babies and toddlers to read in a parent's lap, shows babies of all races. As one of eight eating activities pictured near the end of the book, a mother is seen nursing a small baby. (ages 1-4)

Mama, Daddy, Baby and Me. Lisa Gewing. Illustrator: Dinna Larimer. Spirit Press, 1989. The very simple, rhymed text and appealing illustrations show a family welcoming a new baby, from the toddler sibling's point of view. One picture of the mother nursing. (ages 2-4)

Baby Days. Carol Thompson. MacMillan Publishing Company, 1991. The "babies" of all racial backgrounds in this large picture book are old enough to stand, walk, eat and play games. Toddlers will enjoy reading this book on their parents' laps. One baby is shown breastfeeding. (ages 1-5)

When I Was a Baby. Catherine Anholt. Little, Brown and Company, 1989. The charming illustrations in this book show a British family whose only child, a three year old daughter, asks about when she was a baby. She is shown in one picture as an infant, breastfeeding in her mother's bed while her father brings in breakfast on a tray for the parents to share. Currently out of print and not so available for purchase, but can be found in the public libraries, which own multiple copies. (ages 3-5)

A Teeny, Tiny Baby. Amy Schwartz. Orchard Books, 1994. This first baby is center of attention in his family. Although a bottle is pictured on the dust jacket and Dad is shown feeding a bottle in one illustration, Mother is nursing in eight other pictures. Baby sleeps between his parents in a family bed. (ages 3 and up)

Only the Cat Saw. Ashley Wolff. Dodd, Mead and Company, 1985 (hardcover)/ Picture Puffins, 1988 (softcover). In this colorful picture book the cat sees all the details in a typical 24 hour day in the life of a busy farm family. The mother is shown breastfeeding the baby in a rocking chair at dawn. (ages 3-8)

My Mama Needs Me. Mildred Pitts Walter. Illustrator: Pat Cummings. Lothrop, Lee & Shepard Books, 1983. An African-American child is anxious to help his mother care for his new baby sister. He finds a way to encourage the baby to nurse when she falls asleep in the middle of a feeding. (ages 3-6)

Will There Be a Lap for Me? Dorothy Corey. Illustrator: Nancy Poydar. Albert Whitman & Company, 1992. Preschooler Kyle, from a middle class African-American family, misses his special place on his mother's lap as her pregnancy advances and the new baby arrives. A full page illustration shows Mother nursing the new baby with Kyle beside her on the sofa. Kyle is sad that the baby needs to eat so often, but Mother makes room on her lap and special time in her day for him again. (ages 3-8)

One Round Moon and a Star for Me. Ingrid Mennen. Illustrator: Niki Daly. Orchard Books, 1994. A new baby girl is lovingly welcomed in rural South Africa. Her older brother is reassured of his place and belonging in the family. Beautiful color illustrations show Mama nursing the new baby. Close father-son relationship. (ages 3-8)

The Baby's Catalogue. Anet and Allan Ahlberg. Little, Brown & Company, 1982, (hardcover)/ 1986, (paperback). A catalog designed just to appeal to babies and their older siblings follows five British families through a day, from 4 AM until midnight. One of the babies is breastfed. Lots to see in the delightful pictures. (ages 1-10)

Bigger Than a Baby. Harriet Ziefert. Illustrator: Laura Rader. Harper Collins, 1991. This book looks at growth and development and highlights the skills a preschooler has acquired since babyhood. One picture shows a mother breastfeeding and the father burping the baby. The appealing illustrations include children of all racial backgrounds. (ages 4-8)

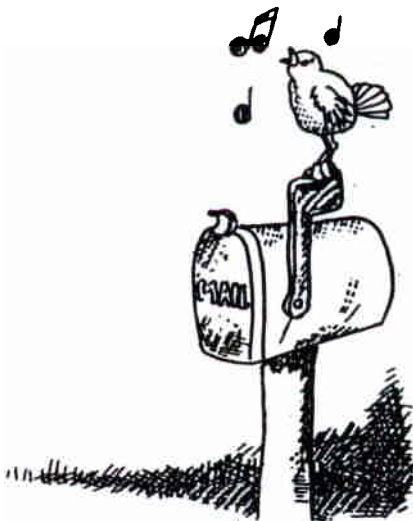
Let Me Tell You About My Baby. Roslyn Banish. Harper & Row, 1982 (hardcover)/ Harper Trophy, 1988 (paperback). Although a preschooler's negative feelings about her baby brother are associated with the pictures of breastfeeding, this is generally a positive and well-done book. The author has illustrated her helpful text with lovely black and white photographs of a family coping with the arrival of a new member. (ages 3-8)

How You Were Born. Photographs by Margaret Miller. Morrow Junior Books, 1993. A clear and helpful book about conception, fetal development and birth is illustrated with color photographs of parents and children from many racial backgrounds. (ages 3-11)

The Story of Christmas: Words from the Gospels of Matthew and Luke. Illustrator: Jane Ray. Dutton Children's Books, 1991. Lavishly illustrated in folk art style, this book has three breastfeeding pictures and is perfect for Christmas giving. (all ages)

Being Born. Sheila Kitzinger. Photographs by Lennart Nilsson. Grosset & Dunlap, 1986 (hardcover)/ Putnam, 1992 (paperback). Outstanding text and photographs describe a baby's experience of intrauterine growth and birth, ending with a first nursing. (ages 6 and up)

Reading Tips

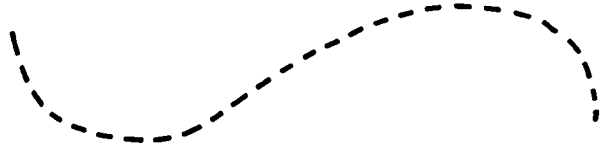


1. Before children are able to write, encourage them to draw picture letters to grandparents or an age mate right in your neighborhood. They will be thrilled to get mail in return and encouraged to continue sharing their messages and interpreting those received.
2. Put books in places your child will be. If books are beside the toy box, train set, doll house, or pet cage, they are more likely to be picked up. Tuck them as surprises into places where children will discover them.
3. Besides putting books by the toilet, you might try putting books beside the bathtub. Soaking in the tub with a good book (or magazine) has been suggested as a good habit to develop. The rationale is that if the reading material gets a little damp, it's easy to dry out and a small sacrifice for developing the need-to-read. Plastic coated books are ideal for this suggestion and readily available for the very young reader. Respect for books as a cherished friend to be dutifully taken care of comes after first learning to love the written word.
4. Have your children help with the grocery list and shopping. Not only will they love helping to choose what to buy, but when they seek out items from the shopping list, you are getting your child to read -while seemingly doing something else.
5. Carry books with you when you go to the dentist, doctor, or other places you may have to wait. Reading a story or poem is a magical way to create an oasis in the midst of stress.
6. Read recipes and cookbooks together. When you're cooking, ask your child to read the ingredients to you. Match labels to the ingredients listed.
7. Read road signs. While you're driving, ask your child to read the Stop, Yield, One Way, and street signs. Don't forget the billboards; read them aloud to the children.
8. Read the cereal boxes, milk cartons, and comic strips at the breakfast table.
9. Get tape recordings of books. Children can read along to themselves as much as they want, whenever they want, and develop a sense of independence in their reading choices. Let them make their own book-on-tape by reading aloud to the recorder. They love to hear their own voices afterwards.
10. Supply your child with the book version of a film that is currently popular.
11. Start the book together. Once your child is interested, let him/her read on alone.
12. Read a chapter or a few pages from a "chapter" book aloud while the family is gathered around the supper table, or other times when the family congregates. Turning off the lights and reading by candlelight makes it exciting and intense, or cozy and intimate.
13. Books can be read outside, too; in the hammock, under a tree or picnic table, behind a bush, on a blanket, or in a tent. Flashlights and books! Yes!
14. Keep books and magazines in your child's room. Children will choose reading more often if they are surrounded by books and magazines during their solitary playtime.
15. Allow plenty of time before "lights out" for reading, looking at pictures, asking questions, discussing the story. Then give your child time alone with books before the final "tucking in".

- Lita Kate Haddal, CCIC



Ideas



Feltboard/Felbin

Here is a great idea for all age groups used by Dana Sommerfeld, Pupil Services Center of Chippewa Falls, at a Make-and-Take workshop she conducted: a round feltboard/felbin. Cover a cardboard canister or tub with stretchable ribbed jersey tubing fabric. The size of the tub will dictate its use. Large bins will sit solidly on the floor where two to three children can engage in individual manipulative play; small ice cream tubs provide individual feltboards that even toddlers can use and have the advantage of taking little space, are stackable and serve as a storage unit for the manipulatives to be used on the bin/board itself. Remember that the fabric tubing shortens in length as it stretches in width, so be generous in measuring the length needed to cover the bin/board and wait to trim the excess fabric until it is in place on the tub. Use tacky glue to attach the fabric to the tub.

Bean Bags

Another use for those bins is in combination with bean bags as a "basket bag" game. Cut old blue jeans, or denim cloth, into 4" x 5" squares. Stitch three sides together. Then fill the bag with rice or hulled wheat. To keep the bag free of bugs, slip a bay leaf or two in with the grain. Stitch up the fourth side. You may want to reinforce the bag with a row of topstitching around the edges.

Carriable Curriculum

Want to use the top part of those old jeans, too? Stitch the bottom of the legs shut. Thread a belt through the beltloops. Sew a big button onto the seat of the pants, inside one back pocket. Slit a hole long enough for the button to go through on the pocket. The button and buttonhole, zipper, snaps, and belt buckle are all hurdles that need practicing for little fingers. More manipulatives can be added, such as velcro strips on which to attach cars or figures with the corresponding velcro piece glued to the toy. Fill the inside of the pant bag with books or toys that invite exploration: homemade rattles made from plastic film containers with small change inside, plastic bottles filled with rice or colored beads, or salad oil and colored (with food coloring) water. **BE SURE TO GLUE THE LIDS ONTO THE BOTTLES!** Post cards, playing cards, family photos covered in clear contact paper or in a mini-album, old watches, sunglasses, kitchen utensils such as tongs and measuring cups and spoons are more suggestions for things to tuck in the pockets or bag. This makes a great car toy that is easily transported by tying a length of cord to the beltloops on opposite sides of the waistband, creating a shoulder strap.

Dyed Giftwrap

Prepare 3-4 bowls of "dye", food coloring and water. Fold paper towels, napkins, or rice paper, into random shapes, in accordion folds, or a sunburst fold. (Fold paper in half, and half again so that all original corners are together. Then fold in half from the center point, creating a spearhead-like shape.) Dip the paper, edges and corners only. The colors will bleed up into the paper. If it becomes too saturated, press it between newspaper to absorb the excess moisture. Carefully unfold the paper and allow it to dry flat. This makes an interesting background for a bulletin board and book covers. If one turns out especially nice, cover it with clear contact paper and use it as a placemat.

Gingerbread House

Have the children contribute to collecting approximately 100 cereal boxes. Glue them to corrugated cardboard shaped like the four sides to a house. Create a door in one side. Hinge the sides and door together with duct tape. Make the roof of more cardboard. Make shingles by cutting paper bags; scallop the edges, and tape them in layers from lower to upper rooftop. For lighting the inside of the house, use a battery operated lamp or flashlights.

Finger Foam

Spray a good-sized mound of shaving cream on the bare surface of a table. Explore it, squeeze it, pile it and "paint" with it. When done, simply wash it away. For an even richer tactile experience, spray it on a tree and watch and feel the bark emerge as the shaving cream is spread across it. Lay on the ground and paint the tree trunk with your feet.

Flower Garlands

Pick a bouquet of 10-20 flowers or dandelions. Cut a piece of vine a few inches longer than the circumference of the child's head. Starting at the end of the vine, lay a single flower on top of the vine. The bloom is up and the stem running parallel with the long length of vine. Using sewing thread, wrap the stem of the flower and the vine together. Lay a second flower a little further down the vine, placing the blossom so as to conceal the area already wrapped with thread. Continue to add to the garland in this way until the length desired is reached. Overlap the ends and bind it in a ring. Two or three 2-foot lengths of ribbon may be tied to the overlapped point and allowed to trail down the children's backs.

Talking Murals/Baby Bulletin Boards

Cut out magazine pictures of large colorful faces and objects, without too much background busy-ness. Seal them in between two pieces of equal-sized clear contact paper. Tape them to the doors of the kitchen cabinets and refrigerator about one foot off the ground, at the eye level of crawling and sitting infants and toddlers. Respond to them as they react and chatter about the scenes; a man may become "dada", or a woman may become "mama", animal sounds may be mimicked, etc. Think of other places little ones congregate and place posters, pictures, conversation starters there, e.g., on the underside of the coffee table and piano bench, inside the closet, by the toilet, in their shoes, on the back of the front seat of the car.

Variation 1: Cut a scene from a magazine or an inexpensive storybook with pictures of familiar figures. Separate the figures, e.g., a girl and a dog. Cut two pieces of clear contact paper the same size as a placemat. Place the figures on one piece of contact paper and connect them with a piece of yarn that loops about the mat. Lay the second piece of contact paper over the first, sealing the picture maze in. Trim the edges. For mealtime conversation and entertainment, the child can trace the yarn path from the girl to the dog, the mama to the baby, the farmer to the tractor, or whatever connections have been created on the placemats.

Variation 2: Cover your table with butcher block paper and have each child create a crayon(s) picture, in the area in front of them. Cover the paper with clear vinyl sheeting (purchased by the yard at fabric stores). Have a plateless snack time at the table with the children sitting in front of their own, or someone else's, artwork. Encourage discussion about their creations.



- Ideas by tante Lita

ue: **FAMILIES...**



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